

## The Correlation Between English Club Participation and Student English Learning Achievement at MAN 2 Kebumen

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### ABSTRACT

*This study analyses the correlation between participation in English Club participation and student English learning achievement at MAN 2 Kebumen. This study aims to determine the relationship between student participation in extracurricular English Club and student learning achievement. This research is a quantitative research with correlation method. The population of this study was grade XI students of MAN 2 Kebumen with a sample of grade XI selected using purposive sampling technique for sample selection because the target sample taken was students who participated in the English Club. The research data were selected by using two instruments; questionnaire and documentation data. The researcher used a closed questionnaire with the respondent choosing the answer 'yes or no' with the documents used being student learning outcomes. The questionnaire was distributed to students who are members of the English Club. Then the results were analyzed by calculation using the Spearman correlation analysis method using SPSS software with a significance level, the author obtained a significant correlation of 0.008. The result is  $0.008 < 0.05$ . Since 0.008 is smaller than 0.005 ( $0.008 < 0.05$ ), this means that there is a relationship between student participation in tutoring and the variable of student English learning achievement. Furthermore, from the data analysis, a spearman correlation of 0.621 was found, which means that the correlation is strong according to the correlation interpretation table. Based on the research results, the null hypothesis is rejected. The analysis showed a significant positive correlation between students' involvement in English Club and their English learning achievement. This finding indicates that involvement in language-based extracurricular activities can support students' academic achievement in English learning.*

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### 1. INTRODUCTION

Language is the most important system that humans use to communicate in everyday life. Language is also very important to get information both locally, nationally and internationally. Through language, humans can express their thoughts, feelings, ideas, and so on. If the use of language can be understood in accordance with the intent and purpose of the speaker, then the language has achieved its purpose to convey messages in communication (Mailani, 2022). That is the point that language plays a very important role in communication.

As a language, learning English is very important. English is an official language in 53 countries and is spoken by around 400 million people worldwide (Ilyosovna, 2020). With the help of growing technology, English has played a major role in many sectors including medicine, engineering, and education, which are the most significant fields where English is needed. There are four skills in learning English, which are listening, speaking, reading, and writing.

In Indonesia, English is not considered a second language, but a foreign language. It is taught as one of the compulsory subjects in schools with the aim of basic communication and mastering the 4 language skills (listening, reading, writing, speaking). However, it is not easy for Indonesians to learn a foreign language as we grow up with a wide variety of mother tongues. Delbio et al. (2018) in their research said that mother tongue has a role when teaching or learning a language, mother tongue can also be involved and influential in foreign language development.

Due to the position of English as a foreign language, it makes students less interested in learning English. Based on observations made, there are several other factors that cause students to be less interested in learning English. One of the main factors is the uninteresting teaching methods in the classroom. Many students feel bored because learning often focuses on theory and grammar taught conventionally, without involving interactive or fun activities. On the other hand, the lack of connection between the material taught and students' daily lives also contributes to their low interest. Students often feel that English is irrelevant to their needs. Then, the lack of opportunities to practice English directly and in real contexts is also a contributing factor. Without any speaking or listening practice in real-life situations, students feel there is no pressing need to learn the language.

In addition, the lack of varied and interesting learning resources also makes the learning process feel monotonous, and uninteresting textbooks or materials make it difficult for students to feel interested and inspired in learning English. All these factors can affect the level of students' interest in learning English to the fullest. For this reason, it is important for ways to build students' interest in English, because Ariastuti et al. (2014) interest is very dominant in influencing student learning.

One of the ways that schools can build students' interest is by organizing English Club activities as extracurricular activities. Extracurricular activities are additional activities outside of class hours designed to support student self-development. According to experts, these activities have various benefits that have a positive impact on student development, both academically and non-academically. These activities can increase motivation to learn, instill a sense of responsibility, and strengthen commitment to educational goals.

English Club is a place where most of the activities are conducted in English. Students who join the English Club can learn, practice and practice English freely so as not to feel shy, afraid and nervous. English Club is a real place where learning English is more practical. Through English Club, students can share information and add new vocabulary. In addition, students will also get more training and opportunities on skills in learning English, such as listening, speaking, reading and writing. So, it can be concluded that English Club is a forum that facilitates students in practicing, improving, and building students' learning motivation.

With the English Club, it is expected to increase students' interest in extracurricular English club as a means to learn in a practical and fun way so that it can help students in achieving English achievement in class. The activities carried out in the English Club make students not pressured and feel relaxed in learning.

MAN 2 Kebumen is one of the schools in Kebumen district that has organized an English Club extracurricular program. The activities carried out in the English Club extracurricular program at MAN 2 Kebumen are designed to improve students' English language skills in an active and fun way which aims to strengthen students' mastery of English while developing a fun learning spirit.

As for the objectives of this study, namely (1) Knowing the relationship between students participation in English Club and their language achievement (2) Knowing how strong the correlation between English Club participation and student English learning achievement, (3) Analyzing whether participation in English Club contributes significantly to the improvement of student English learning achievement.

Based on the reality and expectations in an effort to improve students' interest and English language skills, it is necessary to conduct a study, in this case the researcher will raise a topic "The Correlation Between English Club Participation and Student English Learning Achievement at MAN 2 Kebumen".

### 1.1 Definition of English Club

The English club is a place where club members can learn, practice, and use English freely with various materials to train students so that they do not feel shy, afraid, or nervous. The English club is a real place where learning English is more practical (Humaerah, 2015). Therefore, it can be concluded that the English Club is a way to facilitate students in practicing, improving, and building their motivation to learn.

According to Malu & Smedley (2016), the primary purpose of the English Club is to communicate and practice English. Malu & Smedley (2016) also state that an English club is a group of people or club members who meet regularly to practice reading, speaking, writing, and listening in English, and an English club is a regularly scheduled meeting where club members practice English and help solve problems. An English club is a

place for students to learn English in a relaxed environment, and they can improve their skills through this platform.

### 1.2 Definition of Student Achievement

In the world of education, achievement is the result of a test designed to assess students' mastery (educational evaluation). In other words, it is the process of collecting data to determine the extent to which educational goals have been achieved. This means that individuals who are learning will experience changes in their academic performance, not only in academic areas but also in habits, skills, and understanding within the person who is learning.

Essentially, achievement is not merely a score or number. According to Nandan & Bhardwaj (2014), achievement generally refers to the degree or level of skill mastery attained in a specific field, whether related to work, academics, or non-academic areas. Achievement measured by numbers is referred to as academic achievement, while non-academic achievement involves activities such as sports and the arts.

English language learning achievement is the result of the abilities and skills developed by students themselves in learning English. This achievement measures how much knowledge they have about English, and their achievement in learning English can be obtained through classroom learning processes or outside the classroom, such as English club activities or other English language courses.

### 1.3 Conceptual Framework of the Correlation Between English Club Participation and Students English Learning Achievement

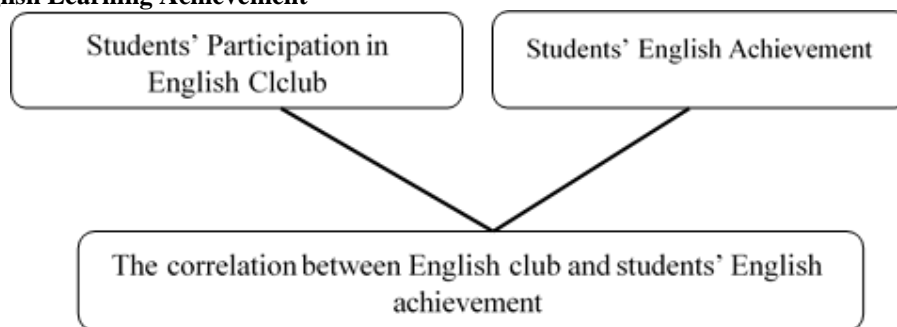


Figure I : Conceptual Framework

Based on the problem of the study, the researcher proposed Alternative Hypothesis (Ha) and Null Hypothesis (Ho) as follows:

- a) Ha: There is a correlation between students' participation in English Club and their English Achievement
- b) Ho: There is no correlation between students' participation in English Club and their English Achievement

## 2. METHOD

This study uses a quantitative research method with a non-experimental design. In this case, the researcher uses a non-experimental design with a correlation method, and the main objective is to describe the relationship between the existing variables. This study involves two variables: the dependent variable (Y) is students' English language proficiency, and the independent variable (X) is participation in the English Club. Therefore, the focus of this study is to find the correlation between the two variables. To collect data, the researcher used two instruments, namely documentation and questionnaires. The English Club variable was measured using a questionnaire, while the students' English proficiency variable was obtained through documentation in the form of test scores.

The population selected by the researcher was grade XI students at MAN 2 Kebumen, consisting of 12 classes. Then, in the distribution of the research using purposive sampling, the researcher used purposive sampling because the sample taken was students who participated in the English Club in class XI MAN 2 Kebumen. According to (Turner, 2020), purposive sampling is a sampling technique used when the researcher already has target individuals with characteristics suitable for the research. Based on the above population, it can be concluded that the selected sample was the 11th grade class at MAN 2 Kebumen who participated in the English Club, with a total of 17 students.

The researcher then used the Spearman correlation method. Spearman correlation is a statistical test used to analyze two variables with ordinal data or one variable with ordinal data and another variable with nominal or ratio data. The general purpose of Spearman's correlation analysis is to determine the strength (intensity) of the

relationship between two variables, identify the direction (type) of the relationship between two variables, and assess whether the relationship is significant or not. The analysis was conducted using SPSS.

### 3. DISCUSSION AND CONCLUSION

The English club at MAN 2 Kebumen is also known as MASTER (Manda English Center). Participants in the English club meet once a week, every Friday. They study English for two to three hours at each meeting. The English club teaches them the four skills of English: speaking, listening, reading, and writing. In addition, they also learn English grammar.

In this study, student participation in the English Club can be seen from their active involvement in club activities, such as completing practice exercises and assignments given in the English Club. They take the initiative to ask tutors or peers in the English Club about material they do not understand and respond when tutors or peers ask questions. Student participation in group activities includes expressing opinions to solve problems within the English Club. Being enthusiastic and cooperative in group tasks, asking questions, responding to others' opinions about learning issues, and confidently presenting the results of group discussions and other activities. This means that extracurricular activities allow students to develop and express themselves according to their interests and talents (Dewa Ayu & Supriusman, 2016).

Based on academic records, the highest grades were achieved by students in the English Club, with scores ranging from 90 to 92. It is known that the standard English grade at the school is 85, and students participating in the English Club achieved scores above the standard. Therefore, it can be concluded that participating in the English Club positively impacts students' academic performance.

Based on statistical calculations, hypothesis testing in this study used the Spearman correlation analysis method with the assistance of SPSS version 26.00 software. The analysis results showed that there was a significant relationship between participation in the English club and students' English achievement ( $r = 0.621$ ;  $p = 0.008 < 0.05$ ) with a strong category. Additionally, a positive correlation coefficient value indicates that the higher the students' participation in English club activities, the higher their English language achievement. Thus, the alternative hypothesis in this study is accepted ( $H_a$  accepted), which states that there is a positive and significant relationship between participation in English club activities and students' English language achievement. Therefore, it can be concluded that there is a significant relationship between the English Club and students' English learning achievement at MAN 2 Kebumen.

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